

Evaluation



Why Evaluate SRTS?

Assess needs

Measure progress

Direct future efforts

What to Evaluate:

Safety

Travel Mode

Other Benefits



Required Evaluation

SAFE ROUTES TO SCHOOL
STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: _____ Grade: _____ # of students enrolled in class: _____

Teacher: _____ Monday's Date: _____

School's Zip Code: _____ (used to identify weather conditions)

Teachers, here are simple instructions for using this form:

- Please conduct these counts each of the five days of the assigned week.
- Before asking your students to raise their hands to indicate the one answer that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question "How did you arrive at school today?"
- Read each answer and record the number of students that raised their hands for each.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day	Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" record number of hands for each answer							
Weather (Is sunny, Is rainy, Or windy, Or snow)	Number of Students (Is there more than one answer?)	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)
Mon AM								
Mon PM								
Tues AM								
Tues PM								
Wed AM								
Wed PM								
Thur AM								
Thur PM								
Fri AM								
Fri PM								

Comments (Please list any objections to these counts or any unusual travel conditions below the school on the days of the tally):

SURVEY ABOUT WALKING AND BIKING TO SCHOOL
- FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school year (children attend). If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. Thank you for participating in this survey!

These first few questions gather some general and background information. Remember, all information will be confidential, and no identifying information will be released.

1. What is the grade of the child who brought home this survey? (K - 5) _____ grade
2. Is the child who brought home this survey male or female? ☐ MALE ☐ FEMALE
3. How many children do you have in Kindergarten through 5th grade? _____ (0-10000)
4. What is your ZIP Code? (please provide ZIP + 4 format) _____ ZIP code
How many other ZIPs will show your ZIP + 4?
5. How far does your child live from school? (please select)

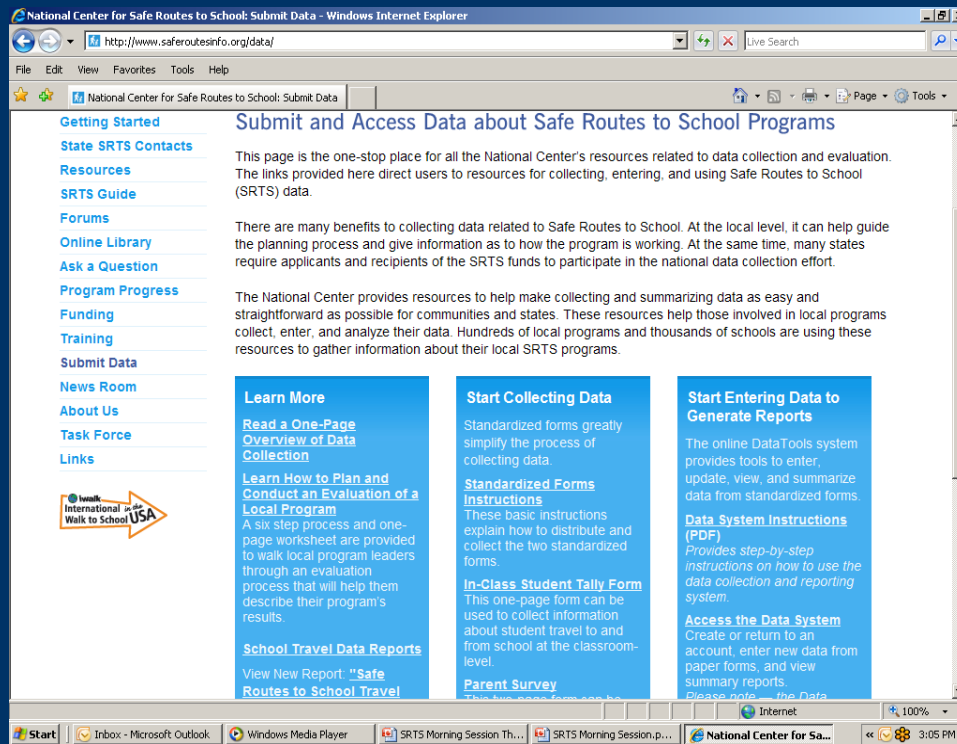
<input type="checkbox"/> a. less than 1/4 mile	<input type="checkbox"/> d. 1 mile up to 2 miles
<input type="checkbox"/> b. 1/4 mile up to 1/2 mile	<input type="checkbox"/> e. More than 2 miles
<input type="checkbox"/> c. 1/2 mile up to 1 mile	<input type="checkbox"/> f. Don't know
6. On most days, how does your child arrive at school? (circle one)

Arrive at school	Leave for home
a. Walk	a. Walk
b. Bike	b. Bike
c. School Bus	c. School Bus
d. Family vehicle (only with children from your family)	d. Family vehicle (only with children from your family)
e. Carpool (only with children from other families)	e. Carpool (only with children from other families)
f. Transit (city bus, subway, etc.)	f. Transit (city bus, subway, etc.)
g. Other (skateboard, scooter, inline skates, etc.)	g. Other (skateboard, scooter, inline skates, etc.)

Page 1 of 3

- Parent Perception Surveys – measures level of comfort with walking/biking
- Student Travel Tallies – measures travel mode
- Pre and post project surveys required for all funded projects
- Standardized surveys must be used

Technical assistance from National Center for Safe Routes to School



- Forms and instructions downloadable
- Can send completed surveys in for analysis or enter online

Webinar available at:
http://www.saferoutesinfo.org/training/can_webinars.cfm



Evaluating Safety: Observed Behaviors, Knowledge and Awareness



Observation of increased safe behaviors

Measuring speeds

Measure Congestion

Measure air quality

Track health impacts

Document hazards eliminated

Summary

Evaluation involves measuring safety, travel mode changes and other benefits

Required for all funded projects

Measure before and after project or program implementation

Enforcement Strategies



Role of Enforcement

- Increase awareness
- Improve behavior
- Reduce traffic safety problems
- Everyone has a role: Students, Parents, Administrators, Crossing Guards, Law Enforcement



Unsafe pedestrian behaviors



Unsafe bicyclist behaviors



Unsafe driver behavior on the route



Unsafe driver behavior on the school campus



Safety patrol

Allows students to participate in promoting traffic safety



Crossing Guards

Increased safety = more parents allowing kids to walk to school



Illinois Crossing Guard Appreciation Day!

May 3, 2011

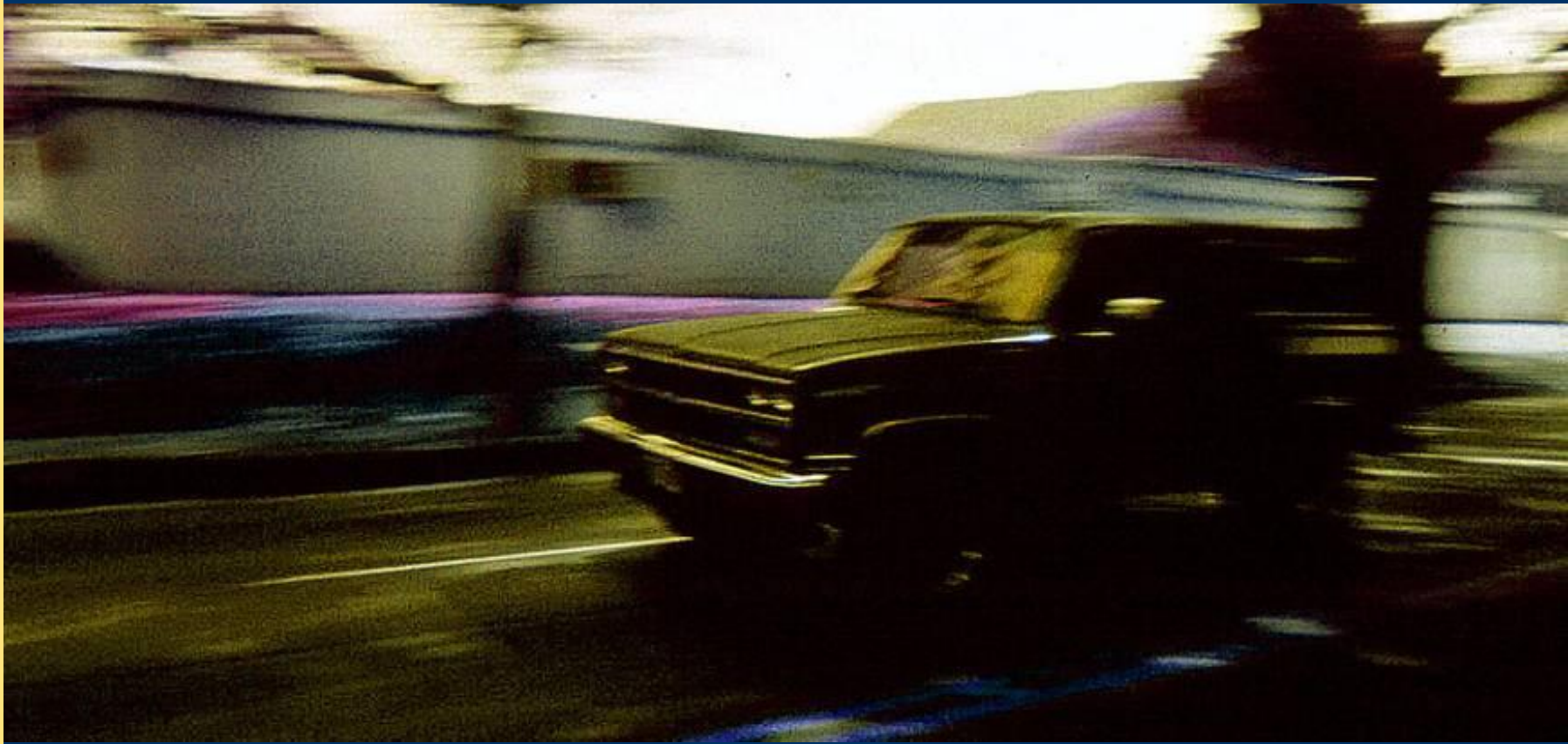


Role of law enforcement officers

- Teach safety
- Evaluate traffic concerns
- Provide police presence
- Monitor guards and students



Where and when effective



- The majority of drivers are following the law
- The built environment supports the law
- Impact lasts several weeks without other strategies

Preparing for law enforcement



Public Education



Parent and Community Involvement



Officer Training

Law enforcement methods

- Speed trailers
- Traffic complaint hotlines
- Crosswalk enforcement
- Progressive ticketing



Follow up



Measure Results



Repeat if needed

Enforcement Summary

- Enforcement requires the action of parents, schools, children, and the community
- Enforcement includes an array of strategies to improve behavior
- Law enforcement officers are valuable partners who can play many roles

Education and Encouragement Techniques



Education and encouragement strategies can often begin right away



LOW or NO cost
opportunity to
foster life-long
habits

Pedestrian Safety

- Look left, right, left
- Do not cross where drivers may not see you
- Walk, don't run
- Where no sidewalks exist, walk facing traffic



Bike Safety and Riding Skills



- Pre-ride preparation - helmet use, clothing & bike check
- Be visible and predictable
- Stop before exiting driveways and crossing intersections
- Shoulder check before changing lanes
- Ride with traffic

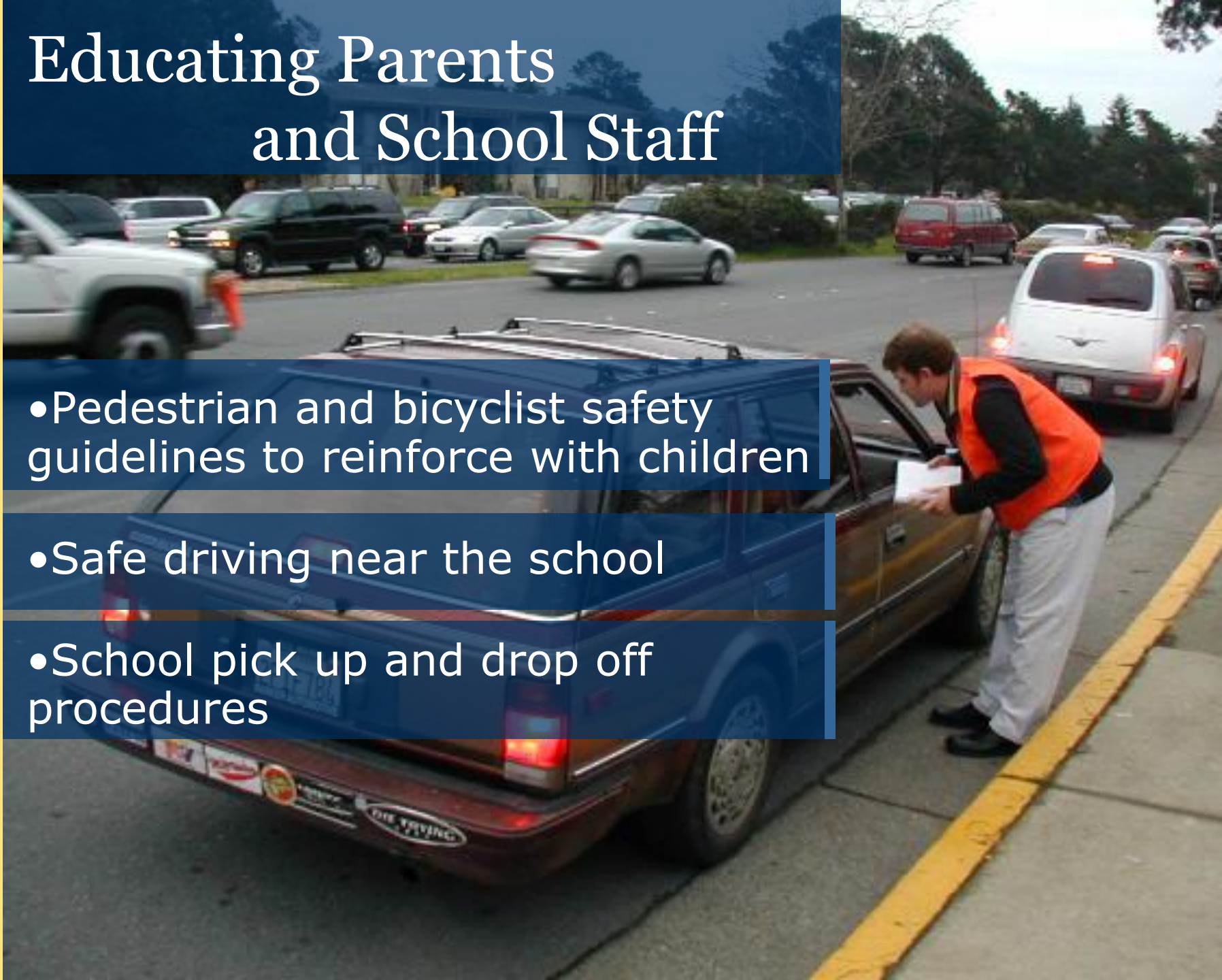


Personal Safety, Health and Environmental



Educating Parents and School Staff

- Pedestrian and bicyclist safety guidelines to reinforce with children
- Safe driving near the school
- School pick up and drop off procedures



Educating neighbors

- Watch for / yield to pedestrians and cyclists
- Drive slowly
- Keep sidewalks clear
- Prune plants



Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go.

The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall.

After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.



Partnership for a
Walkable America



Pedestrian and Bicycle Information Center



U.S. Department
of Transportation



Safe Routes to School

Encouragement Programs



Celebrate International Walk to School Day/Week/Month – October 6



Illinois had 158
registered Walk to
School events in 2010
- #5 in the nation!

Register at:
www.walktoschool.org



Volume 81 No. 41 C6

www.chicagotribune.com

October 11-12, 2003

Feet replace wheels for school trips

By Nina Fox and
Melissa Rubalcaba
Staff writers

There was something missing from Prospect School Oct. 8.

The lines of minivans and sport utility vehicles that usually surround the Clarendon Hills school were replaced by groups of laughing children accompanied by parents and pooches.

Under a bright autumn sun, Community Consolidated District 181's seven elementary schools in Hinsdale, Clarendon Hills and Burr Ridge celebrated their third Walk to School Day anniversary, inviting moms and dads to trade their cars in for sneakers.

Spearheaded by Hinsdale resident Maryann Romanelli, the event is used to promote the benefits of walking to school as it increases awareness of exercise and cuts down on traffic.

"We live in neighborhoods where the schools are nearby," she said. "For the most part, we should be walking to school. It promotes less congestion, traffic problems and is better for your health."

Hinsdale resident Tracey Biancalana said the kids love walking to school and seeing



Staff photo by Pam Kragman

Walking is the travel mode of choice outside Prospect School in Clarendon Hills Oct. 8. Parents and kids both said they enjoyed the break from their usual vehicular routines during District 181's third annual Walk to School Day.

their friends. Fellow parent Jen Swayer of Hinsdale added how she thinks walking to school is a good way for kids to burn off some extra energy before classes begin.

"They should call it Run to School," joked Madison School parent Merrie Perry of Hinsdale as she commented on how the children are excited to join

their friends for the journey.

As someone who doesn't normally walk her children to school, Perry said she enjoyed how walking gave her extra time to chat with her children and neighbors.

Parent Sue Bomba of Hinsdale said she enjoys talking with her kids on the way to and from school.

"I talk to them about their day and what we have planned after school," Bomba said.

For the occasion, her husband, Bryan, took some time off work to join the family and found it to be a "nice deviation from my morning schedule," he said.

Across town in Clarendon Hills, at the intersection of Nor-

folk and Prospect avenues, soft conversation and the crunch of dry leaves underfoot could be heard in place of squeaky brakes and car horns.

Parent Lisa Harnett, who walked her second-graders, Sarah and Blake, to school, said she appreciates the message the event sends to kids.

"It's important to show support," she said. "It's also important for the environment. I think many kids are excited to see their parents behind them today."

Joining Harnett was Becca Anderson, who walked with her first-grade son, Matt. Anderson said she usually tries to walk with him when she can. "I think it's great exercise," she said. "It shows a lot of camaraderie."

Clarendon Hills Village President Diane Hiller, who attended the event with other village trustees and officials, said it was important to show support for the schools and students.

"It helps make children more aware of safe, direct routes," she said. "It's great we live in a small community that we are able to do this."

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Walking school buses and bike trains can take different forms

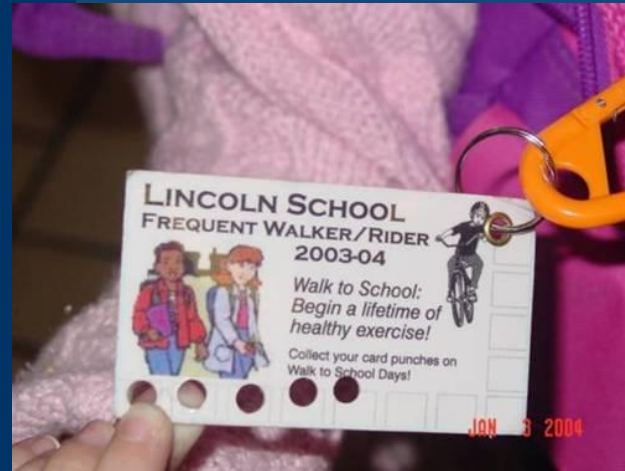


- Formal or informal
- Operate daily, weekly or monthly
- Provides supervision
- Eases parents' safety concerns

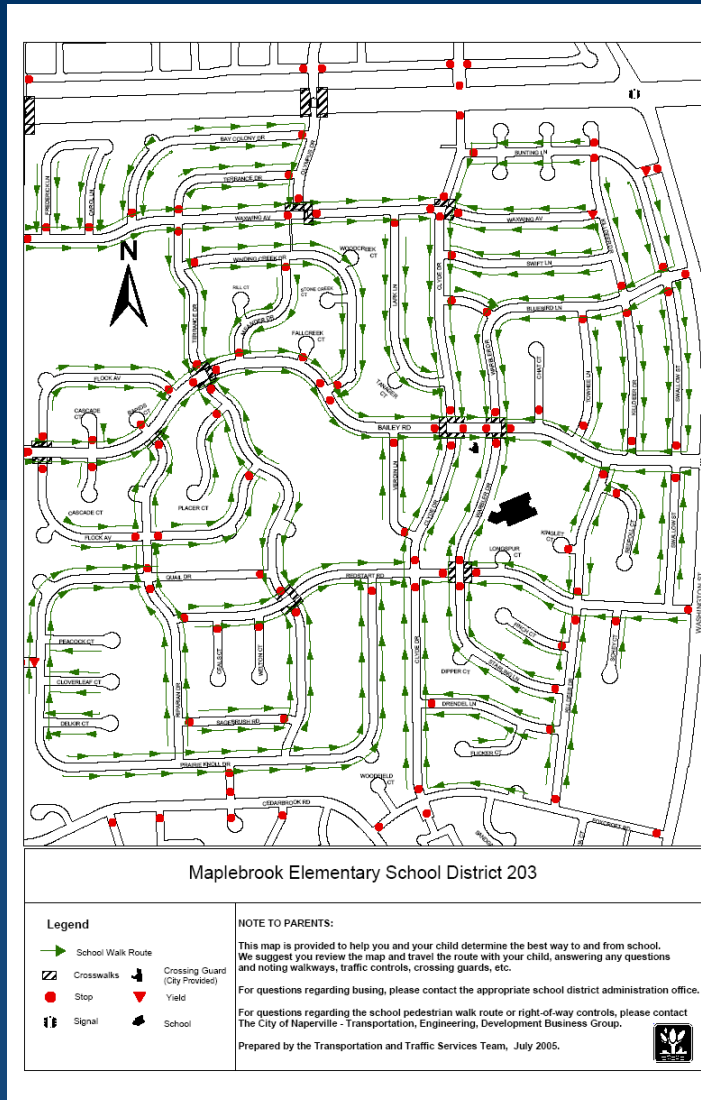


Mileage clubs/Classroom Contests

- Students track individual trips/miles
- Incentives for reaching goals
- Can include lunchtime, after school clubs
- Stresses group competition



Maps for children and parents



Education and Encouragement Summary

- Fosters lifelong habits
- Can begin right away
- Often no or low cost
- Volunteer involvement is key

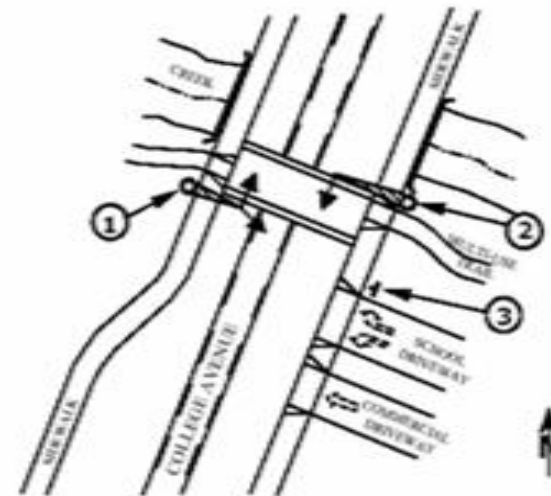
Creating Safe Routes with Engineering



Improve children's safety

Encourage more bicycling and walking

Proposed Improvements



Safety improvement measures:

1. Install pedestrian crossing light
2. Install pedestrian crossing light
3. Install sign/signal for right-turns



Kent Middle School
Pedestrian and Bicycle
Crossing Improvements

Sheet 2 of 2

Walkways and Crossings: Prerequisites for Walking



Focus on low cost, easy to implement solutions



Signs

Paint

Ramps

Engineering topic outline

The School Zone

- Along the School Route
- Crossing the Street
- Slowing Down Traffic

School area signing

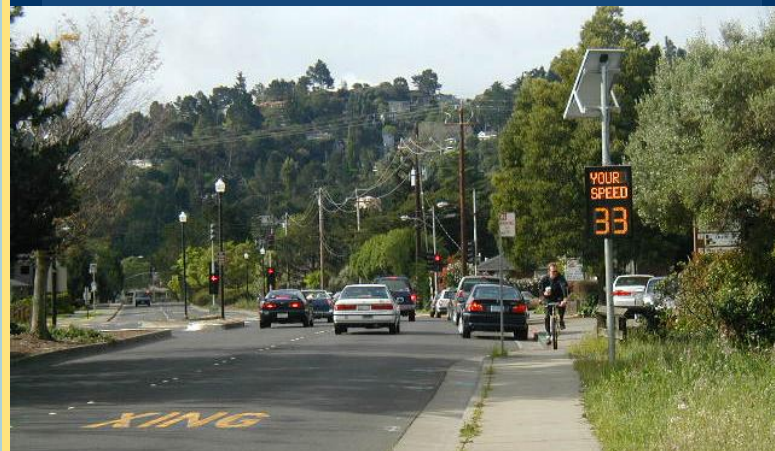
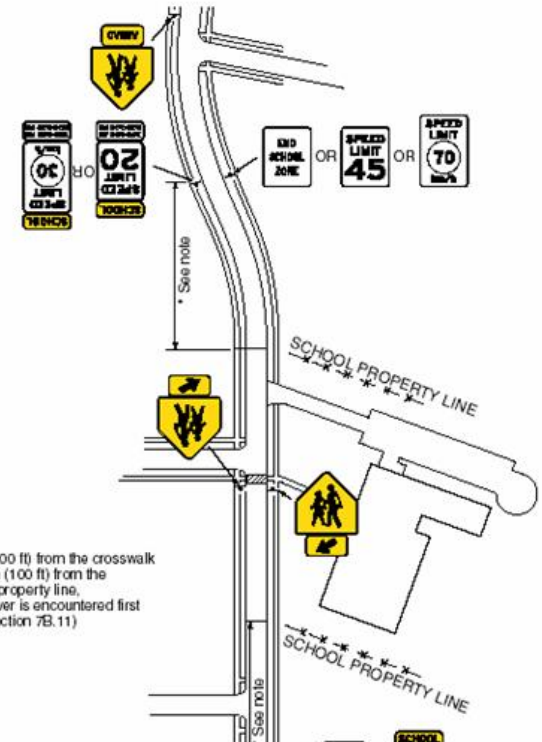


Figure 7B-3. Examples of Signing for School Area Traffic Control with School Speed Limits



School pavement markings



Engineering topic outline

The School Zone

Along the School Route

- Sidewalks**
- On-street bicycling**
- Pathways**
- Connectivity**

Crossing the Street

Slowing Down Traffic

Sidewalks increase the likelihood that kids will walk



Provide wide enough sidewalks and buffers

Recommended
minimum: 5'

Preferred: 6'

At schools: 8'-10'



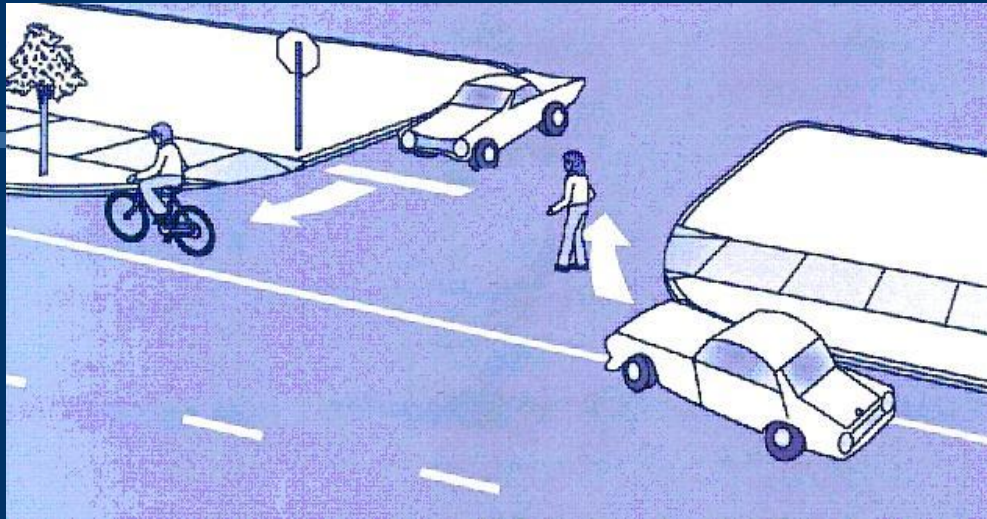
Repair sidewalks, remove obstacles



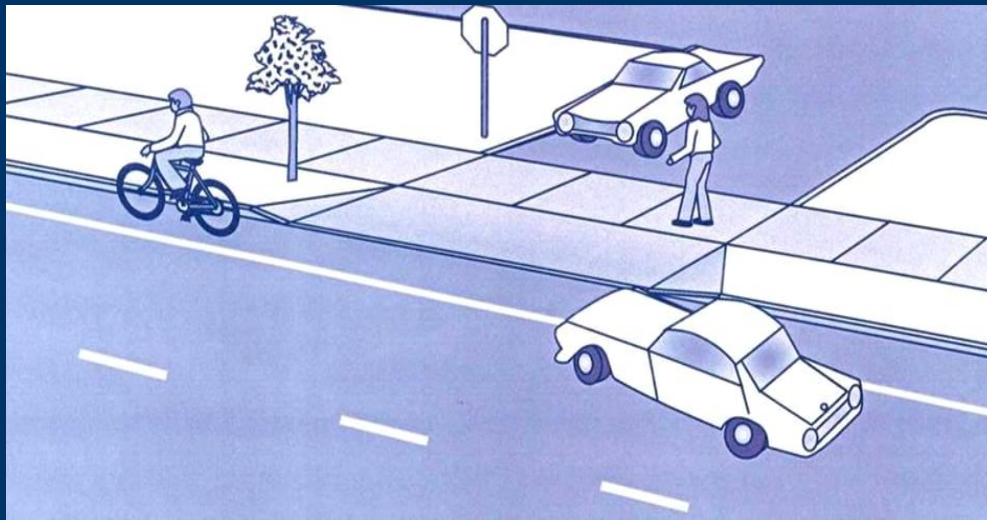
Meet ADA requirements for universal design



Don't build driveways like intersections



Build driveways like driveways

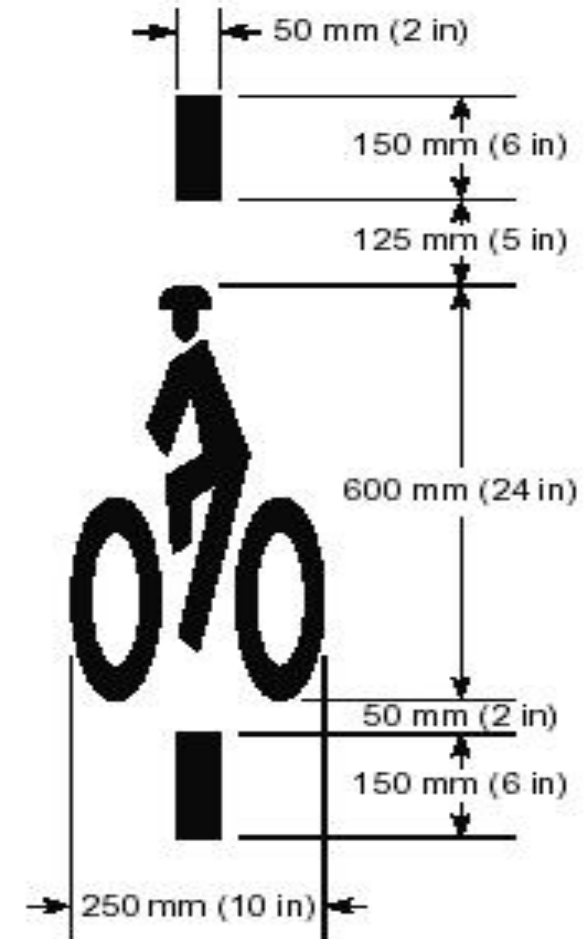


Local streets – where most kids ride



85% of cycling occurs on city streets

Bicycle lanes



Shoulders benefit cyclists and motorists



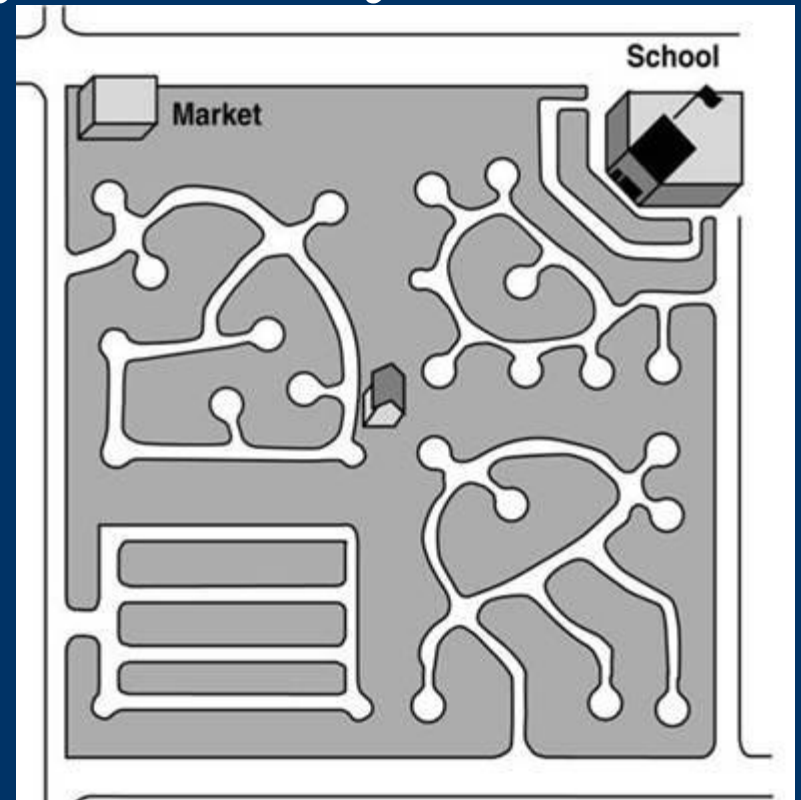
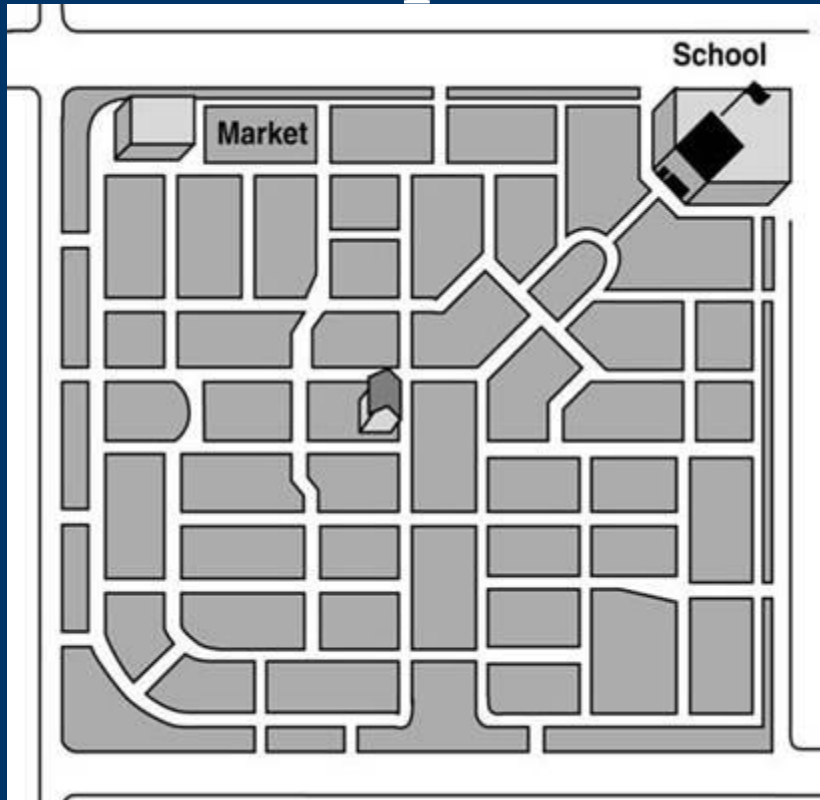
Paths



Install bicycle racks



Along the school route: connectivity creates a ped-friendly street system

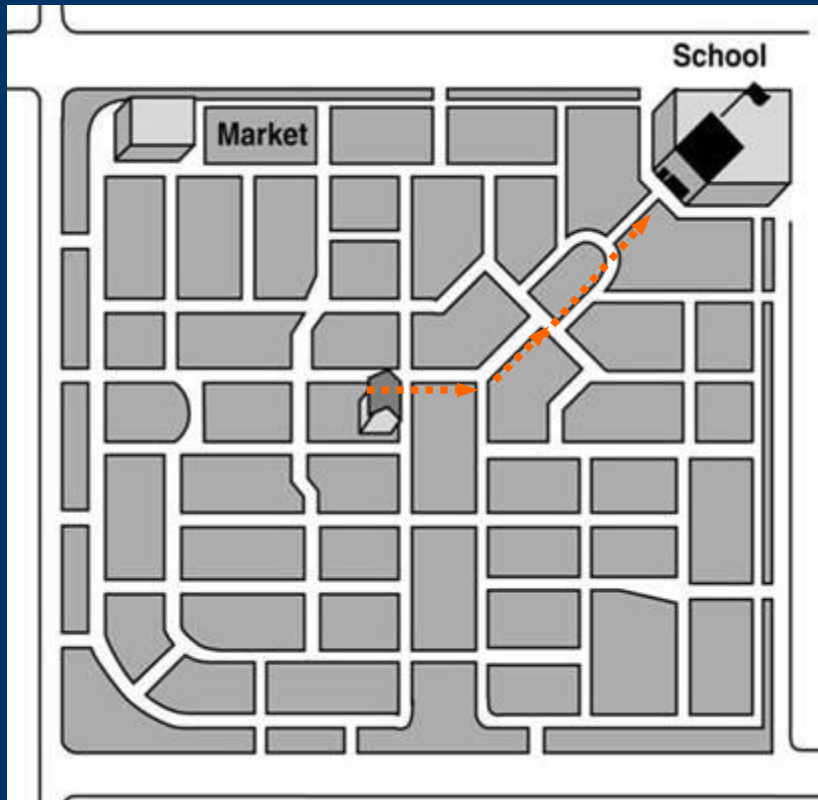


Reduces walking distances

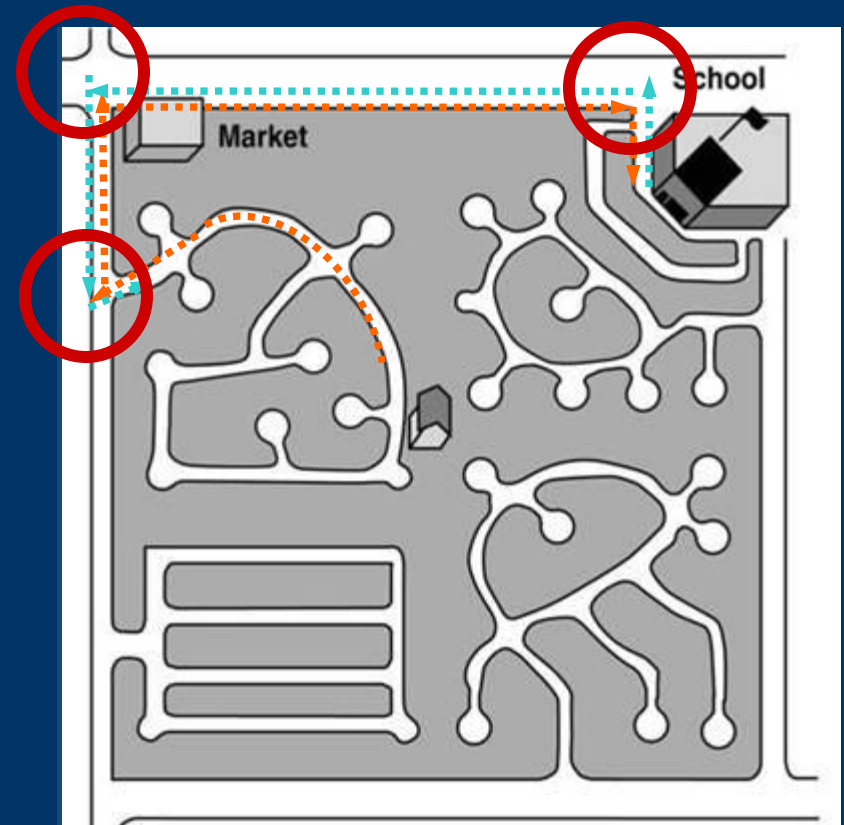
Offers more route choices, more quiet local streets

Disperses traffic

Connectivity can reduce walking distances and crossings required



Connected streets



Lollipop pattern

School connectors can be formal or sidewalk easements



Formal, paved path
to school



Neighborhood
initiated, informal
path to local school

Engineering topic outline

The School Zone

Along the School Route

Crossing the Street

- Introduction**
- Shortening crossing distances**
- Marking crosswalks**
- Creating visible crossings**
- Using stop signs and traffic signals**

Slowing Down Traffic

Principles for creating safe crossings

1. Reduce crossing distances
2. Use appropriate traffic controls
 - Marked crosswalks
 - Warning signs or flashers
 - Stop signs and traffic signals
3. Slow vehicle speeds

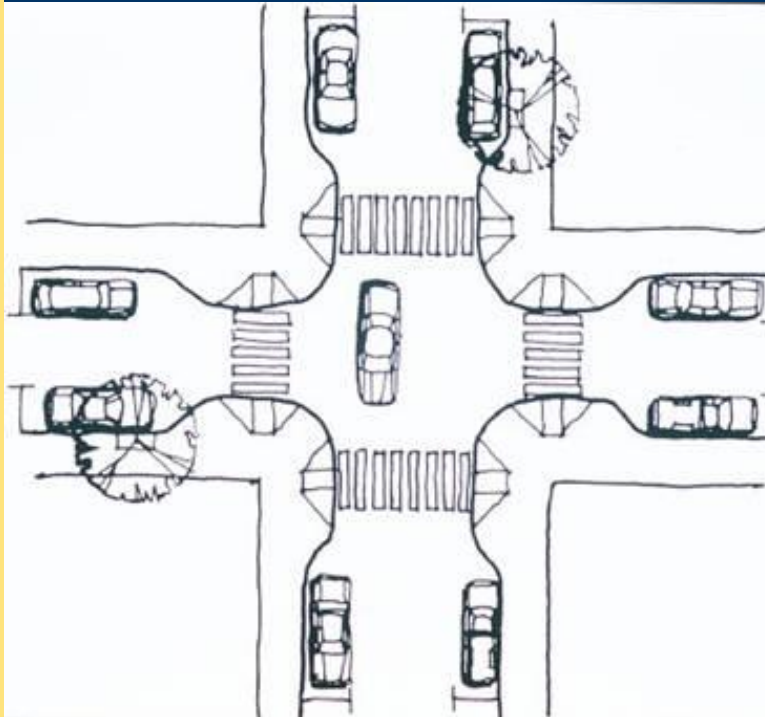


- Tools to reduce crossing distance



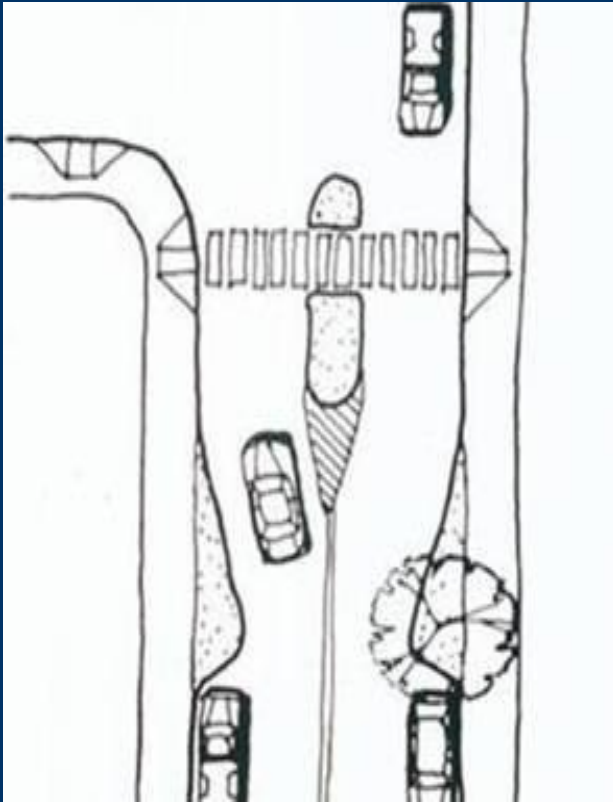
Shorten exposure time with curb extensions and crossing islands

Curb extensions at crossings



Reduce the crossing distance

Crossing islands



Waiting areas and “stand-back” lines



Road diet – Watch it happen



Road diet – Watch it happen



Road diet – Watch it happen



Why install marked crosswalks?



Indicate a preferred pedestrian crossing location

Alert drivers to an often-used pedestrian crossing

Indicate school walking routes

Install high-visibility markings



Ladder Style: more visible
than two parallel lines



Parking restrictions at corners

Better visibility for both drivers and pedestrians



Traffic signal goals

Mark all sides of an intersection where pedestrian crossings are desired

Pedestrian signals in all directions

Landings on all corners

Stop bars for vehicles on all approaches

Two curb ramps per corner;
eight per four-way intersection

Traffic signals: intersections or midblock



Modify traffic signal phasing and/or timing



Give pedestrians a head start



Concurrent signal



Leading pedestrian interval

Countdown signals



Engineering topic outline

The School Zone

Along the School Route

Crossing the Street

Slowing Down Traffic

Slowing down traffic

Correct design invites correct use

Which street
has lower
speeds?



Narrow lanes reduce speeds

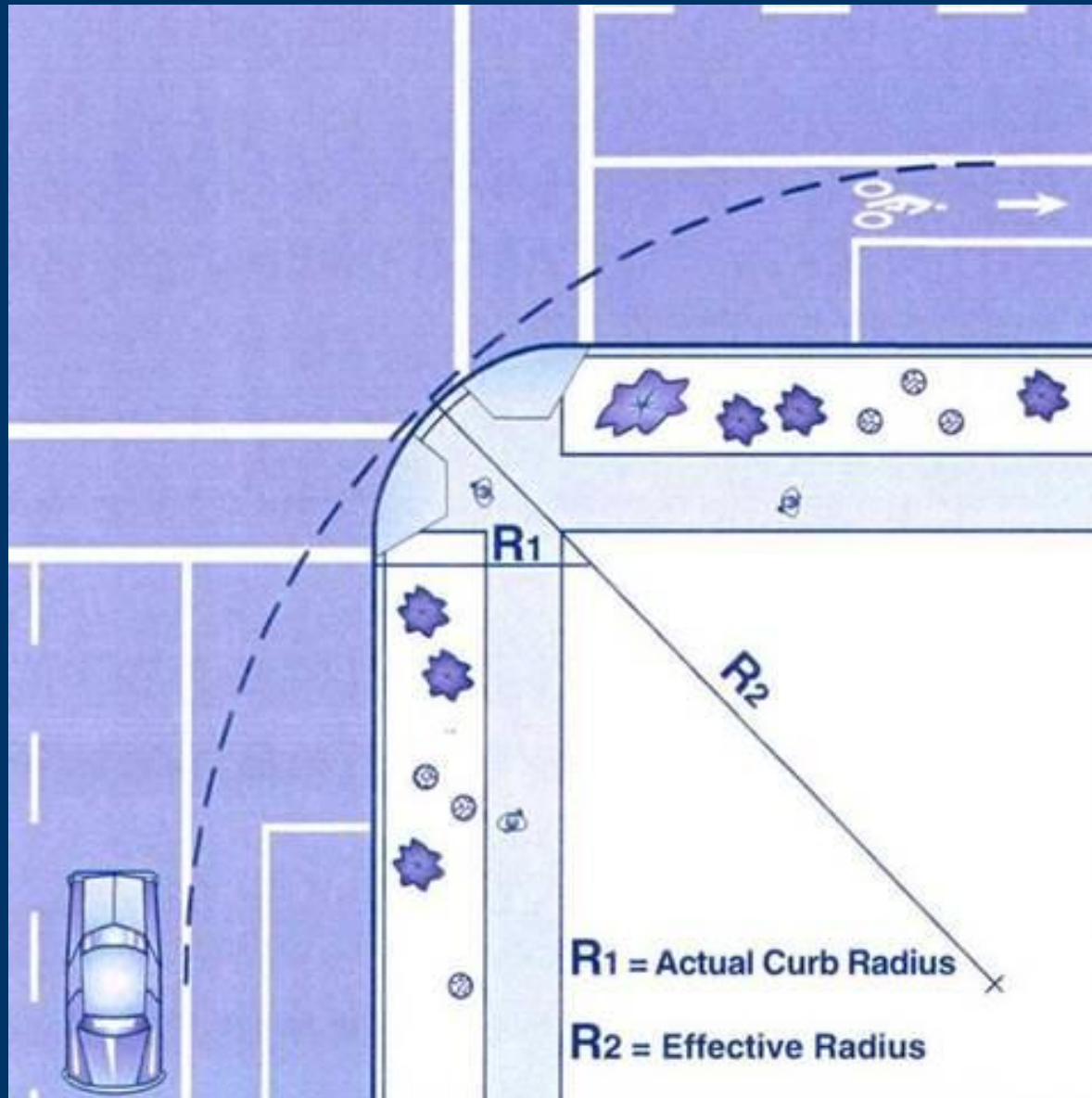


Use paint to reduce lane width

Speed humps and raised crossings



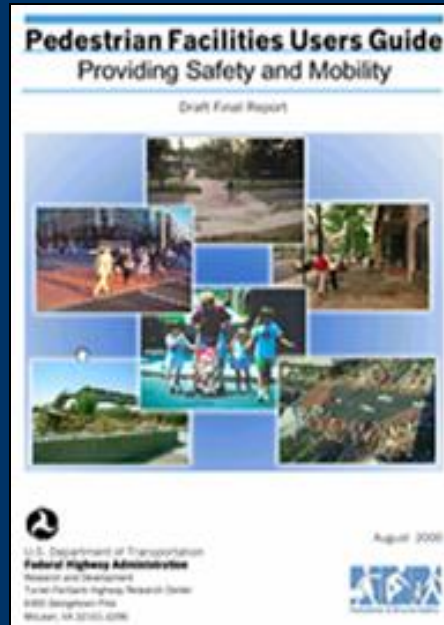
Curb radii: keeping it tight



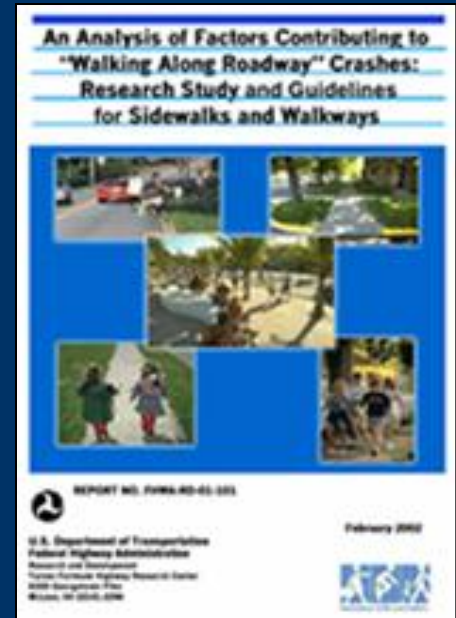
FHWA references



Crosswalk
Study




Pedestrian
Facilities
Users Guide




Sidewalk
Study

PED SAFE


walkinginfo.org
 Pedestrian and Bicycle Information Center

[sitemap](#)
[about us](#)
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[bicyclinginfo.org](#)


community problems & solutions	design & engineering	digital library	education & enforcement	health & fitness	insight
outreach & promotion	news & events	pedestrian crashes	policy & planning	rails & trails	research & development
		transit			

design & engineering home

engineering treatments

designing for pedestrians with disabilities

its technologies (pedsmart)

implementation

resources

pedsafe

[data input](#)

[matrices](#)

[countermeasures](#)

[case studies](#)


PED SAFE

Pedestrian Safety Countermeasure Selection System

The Pedestrian Countermeasure Selection System is an on-line tool that provides the user with a list of possible engineering, education, or enforcement treatments to improve pedestrian safety and/or access based on user input about a specific location.

The PedSafe System includes four components:

- 1 Data Input** — this allows the user to enter site-specific data for a location and define the problem that exists or the objective that is desired.
- 2 Countermeasure Matrices** — include all 49 engineering, education and enforcement treatments as related to the crash types and performance objectives.
- 3 Countermeasure Descriptions** — verbal and graphic descriptions of each countermeasure, along with considerations for implementation and cost information.
- 4 Case Studies** — real-world examples of the treatments included in the countermeasure matrices.



Data Input **Matrices**

Countermeasures **Case Studies**

Summary

1. Focus first on easy, low-cost solutions
2. Identify and program longer-term improvement needs (e.g. sidewalks)
3. Match the treatment to the type of problem
4. Provide and maintain facilities along school routes
5. Provide safe street crossings
6. Slow down traffic speeds

BABY BLUES

WHEN I WAS A BOY, I WALKED
SIX BLOCKS TO SCHOOL EVERY DAY.

